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ABSTRACT

The paper presents information on curricular material of the Macomb (Illinois) 0-3 Regional Project for rural handicapped and high risk infants and toddlers as it is cross referenced with items in the project's test battery. The cross referencing technique is said to help determine whether the activities a child experiences relate to the test items used at the end of that child's learning period. Core curriculum items in cognitive, language, self help, fine motor, gross motor, visual, auditory, and social areas are crossed with items in the Alpern-Boll Developmental Profile, the Receptive-Expressive Emergent Language Scale, and the Uzgiris and Hunt Ordinal Scales of Psychological Development. (CL)

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macomb 0-3 regional project

rural child-parent service

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BABY BUGGY

Cross Referencing: Core ... Alpern-Boll, REEL, and ...

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May, 1978

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Cross-referencing curriculum items with formal test items is a technique to determine whether or not the activities a child experiences relate to the test items which may be used at the end of that child's learning period. In order to determine whether or not the formal test battery used by the Macomb 0-3 Regional Project actually tested the Core Curriculum activities used by the Project staff, the curricular items were cross-referenced with the test items in the test battery. The Alpern-Boll Developmental Profile, the Receptive-Expressive Emergent Language Scale, and the Uzgiris and Hunt Ordinal Scales of Development comprise the formal test battery.

Some curriculum items are not tested by the selected battery. In some cases, items that appear on the test are not cross-referenced with curricular items because the test item represents an earlier (or later) bit of behavior subsumed under a more inclusive behavior; for example, Physical Item #9 Alpern-Boll, which is not referenced, "Does the child take the paper off candy bars or gum or any other wrapped object?" This activity involves the fine motor skill covered in item #4 which is referenced. Perhaps specific behaviors noted in test items, in turn, may be subsumed under a more general curricular activity.

The Core Curriculum items in the Macomb 0-3 Regional Project's program represent the most used goals and activities for children from birth to three. Since the core curriculum items are developmental in nature (though not necessarily arranged in an hierarchical order), all children do not engage in all activities. In addition, other activities are included in curriculum activities for individual children. The Core Curriculum represents the most used goals and activities as determined by examination of the Bi-Yearly Goals for the children who have participated in the Project.

The accompanying cross-referenced material represents Core Curriculum activities and their relationship to specific test items. Note that the curriculum activities are classified according to several broad areas of development.

Macomb 0-3 Regional Project
May, 1978

Key for Cross-Referencing

Alpern-Boll Developmental Profile

P = Physical
SH = Self Help
S = Social
A = Academic
C = Communication

Receptive-Expressive Emergent Language Scale

R = Receptive
E = Expressive

Macomb 0-3 Regional Project
May, 1978

Cognitive

Core Curriculum Item	Number	Description
Points to name of body parts.	R 42	Clearly recognizes names of body parts, e.g., hair, ears, etc.
	R 46	Upon verbal request, points to body parts and pictured clothing.
	R 56	Points to smaller parts of body, e.g., chin, elbow, eyebrow.
	A 7	Points to at least 1 body part on himself or doll.
Does simple puzzle/form board.		
Attends to book (pictures).	R 27	Keeps interest up to one minute in pictures if they are named.
	R 34	Will sustain interest for 2 or more minutes in looking at pictures if they are named.
Points to named object.	R 24	Appears to recognize names of some common objects when names are spoken.
	R 41	Recognizes and identifies many objects or pictures of objects when named.
	R 45	When asked, identifies 2 or more familiar objects from a group of 4 or more familiar objects.
	R 51	Recognizes and identifies almost all common objects and pictures of common objects when named.
	R 52	When asked, selects an item from a group of 5 or more varied items (e.g., comb, spoon, etc.).
	R 60	Recognizes the names and pictures of most common objects.
	A 9	Points to at least 20 objects or pictures when they are named for him.
Follows simple commands of one or two parts.	R 30	Gives toys or other objects to parent upon request.
	R 31	Occasionally follows simple command, e.g., "Put that down."
	R 40	Demonstrates understanding by carrying out verbal request to select and bring a familiar object from another room.

Core Curriculum Item	Number	Description
	R 43	Understands simple questions and carries out two consecutive directions with ball or other objects.
	R 47	Understands action words, e.g., "sit down," "come here," "stop that," etc.
	R 49	Follows a series of 2 or 3 simple, but related commands.
	S 8	When told, brings object or takes object someplace, e.g., "Bring it here," or "Take it to mommy."
	C 9	Carries out commands of show, come, go, or get, e.g., "Where are your toes?" "Go to mama," "Get the spoon."
Classifies objects (color, size, shape, etc.).	R 44	Recalls and associates new words by categories (e.g., foods, clothing, animals, etc.).
	A 16	Points correctly to at least 2 or more colors. Does not need to name.
	A 11	Group things together by color, form, or size.
Arranges objects in order of size, small to large.		
Reproduces number, direction, and color of pegboard design.	A 11	Groups things together by color, form, or size.
Attends to simple task.	S 7	Child is busy and happy 15 minutes with one of the following: TV, coloring, building, books, etc. He may be alone or with other children, but not with adult supervision.
Matches like objects.	A 11	Groups things together by color, form, or size.
Identifies self (in mirror or picture).	A 10	Recognizes himself in photo.

Language

Core Curriculum Item	Number	Description
Blows.		
Responds to name.	R 14	Recognizes and responds to his (her) name.
	R 23	Stops activity when name is called.
	E 20	Half of the time responds with vocalizations when called by name.
	S 6	Child comes when called at least 25% of the time. He understands and does it.
Gestures to simple verbal requests.	R 20	Responds to words as "come," "up," "high," "bye-bye," etc.
	R 33	Responds to rhythmic music by body or hand movements in approximate time with music.
	R 36	Demonstrates understanding by making appropriate verbal responses to some requests (e.g., "Say bye-bye."
	C 6	Child answers an adult's words with gestures (e.g., bye-bye and shaking head for yes or no).
Names familiar objects.	C 8	Child knows the names of at least five things (not names of people). He does this without help and must be understood by a stranger.
	C 10	Child uses at least 15 different words in the right way.
	C 14	Child names at least 20 things seen in a picture.
	C 15	Child uses at least 50 different words. He uses them, <u>not</u> just understands them.
Uses pronouns me, my, and mine.	E 59	Refers to self by using a pronoun rather than by his proper name.
Points to or places objects (above, below, front, back, around, through, etc.).	R 66	Demonstrates and understands prepcsitions (e.g., on, under, front, behind, etc.).
	A 13	Uses size words (large, big, small, little) often and correctly. Using only one word in a game is not enough.
	C 9	Child carries out commands of show, come, go, or get (e.g., "Go to mama," "Get the spoon.").
	S 8	When told, the child brings something from or takes it to someplace. From spoken instructions, finds it and carries it out (e.g., "Bring it here.").

Core Curriculum Item	Number	Description
Makes consonant sounds.	E 12	Often uses sounds like "P," "B," or "M."
	E 27	Utterances now contain more consonants than at the 6-month stage.
	E 41	More frequent use of consonants like "T," "D," "W," "N," and "H."
	S 2	Child babbles or uses other sounds which seem to be attempts to talk with sounds.
	C 2	Child babbles or uses some sounds which show he is imitating words or speech. It is like he is pretending to talk.
	C 1	Child uses vocal noises for play. The child must play with sounds, not just cry, gurgle, or laugh when something happens.
Refers to self by first name.	C 19	Child offers his first and last name when adults ask him his name.
	C 16	Child sometimes gives his first and last name when asked. Must do.
	E 53	Refers to self by using his own name.
Repeats simple words.	E 33	On occasion, tries to imitate new words.
	E 44	Begins repeating words overheard in conversation.
Vocalizes pain or pleasure.	S 3	Child shows negative reactions (anger, fear, refusal, withdrawal) to non-physical, painful things such as disliked food or strangers.
	E 4	Has a "special" cry for hunger.
	E 6	Develops vocal sign of pleasure.
	E 8	When played with, laughs and uses other vocal expressions of pleasure.
	E 14	Expresses anger or displeasure by vocal patterns other than crying.
Responds to vocal sounds	E 7	Responds to sound stimulation or speech by vocalizing.
Sucks liquid through straw.		
Points to family member on request.	R 57	Recognizes and identifies general family name categories (e.g., baby, grandma, mother, etc.).

Core Curriculum Item	Number	Description
Vocalizes spontaneously.	E 2	Beings random vocalizing other than crying.
	E 16	Takes initiative in vocalizing and babbling at others.
	E 18	Plays at making sounds and noises while alone or with others.
	S 2	Child babbles or uses other sounds which seem to be attempts to talk with sounds.
	C 2	Child babbles and uses some sound which shows he is imitating words or speech.
	C 1	Child uses vocal noises for play. He must play with sounds, not just cry, gurgle, or laugh when something happens.
Babbles with vocal play (ba-ba-ba).	S 2	Child babbles or uses other sounds which seem to be attempts to talk with sounds.
	C 2	Child babbles or uses some sounds which show he is imitating words or speech.
	E 5	Sometimes repeats the same syllable while cooing or babbling.
	E 11	Babbles (regularly repeats series of same sounds, especially when alone).
Plays speech gesture game.	C 6	Child answers an adult's words with gestures such as waving hand "bye-bye" when adult says good-bye, shaking head up and down for "yes" and side to side for "no."
	S 4	Child waves bye-bye at right time or pat-a-cakes and copies or plays with someone.
	R 20	Responds with appropriate gestures to such words as "come," "up," "high," "bye-bye."
	E 23	Plays speech gesture games like "pat-a-cake" or "peek-a-boo."
	R 34	Demonstrates understanding by responding with appropriate gestures to several kinds of verbal requests.
	R 36	Demonstrates understanding by making appropriate verbal responses to some requests (e.g., "Say bye-bye").
	E 32	Initiates speech gesture games like pat-a-cake or peek-a-boo.
Imitates sound play.	C 2	Child babbles or uses some sounds which show he is imitating words or speech.
	C 4	Child sometimes repeats "words" spoken to him such as "da-da," "ma-ma." He may not know their meaning.
	E 26	Often mimics sounds and number of syllables used in vocal stimulation by others.

Core Curriculum Item	Number	Description
Uses pronouns appropriately.	E 56	Often uses personal pronouns correctly (I, you, he, it, me).
	R 48	Demonstrates understanding of distinctions in personal pronouns (e.g., "Give it to her," "Give it to me.")
Uses noun phrases.	E 55	Usually uses 2 or 3 word sentences.
	C 12	Child puts 2 or more words together to form sentences (e.g., "Me go," "you give," etc.).
Uses predicate and noun phrases together.	C 12	Child puts 2 or more words together to form sentences (e.g., "Me go," "You give").
	E 55	Usually uses 2 or 3 word sentences.
	E 52	Occasionally uses 3 word sentences (e.g., "There it is," "Play with blocks.").
	E 49	Begins combining words into simple sentences (e.g., "go bye-bye," "daddy come").
Watches speaker's mouth.	R 9	Frequently watches lips and mouth of speaker.
	R 7	Responds to speech by looking into speaker's face.
Opens and closes mouth in imitation.		
Makes vowel-like sound.	E 3	Vowel-like sounds similar to "E" and "A" predominate.
	E 13	Uses vowel-like sounds similar to "O" and "U."
Uses jargon speech.	E 21	Uses some word-like vocal expressions (appears to be naming things in his own language).
	E 22	Occasionally vocalizes in sentence-like utterances without true words.
	E 30	Often uses jargon (short, sentence-like utterances of 4 or more syllables without true words).
	E 31	Usually vocalizes in varied jargon patterns while playing alone.
	E 39	Some true words now occur in jargon utterances.
	E 51	Attempts to tell about experiences using a combination of jargon and some true words.
	C 7	Child uses some vocal sounds to tell what he wants (real words and word-like sounds).
Uses sound for object/person (wa for water, ba for bottle).	C 7	Child uses some vocal sounds to tell what he wants (real words and word-like sounds).

Core Curriculum Item	Number	Description
Talks to self using rhythmic speech pattern.	E 55	Usually uses 2 or 3 word sentence.
Puts words together.	C 12	Child puts 2 or more words together to form sentences (e.g., "Me go," "You give," "Tom want.").
Presses lips together in imitation.		
Moves tongue.		

Self-Help

Core Curriculum Item	Number	Description
Toilet training	S 15	Does the child completely feed himself using a fork and/or spoon and glass in the right way?
	SH 19	Child cares for his own toilet needs without help, He undresses, wipes, and dresses himself.
	SH 20	Child has no more than one toilet accident per month. This includes waking and sleeping and both bladder and bowel accidents.
Finger feed		
Spoon feed	SH 15	Child completely feeds himself using fork, spoon, and glass in right way.
	SH 19	Child uses a spoon without help and little spilling.
Drink from cup	SH 5	Child can drink from glass or cup with some help.
	SH 8	Child uses cup or glass for drinking without help. He may hold it in any manner and with enough skill to allow only occasional spilling.
Dress self	SH 4	Child helps with dressing by holding out arms for his sleeves or foot for shoe.
	SH 11	Child takes off coat when buttons or zippers are undone.
	SH 16	Child puts on his coat without help (does not mean having to button his own coat).
	SH 18	Child puts on his own shoes. Not necessary that the child put them on correctly or ties or fastens them.
	SH 22	Child dresses himself completely except for shoelace tying and other difficult fastenings. Child manages regular shirt or blouse button and zippers.
Undress self	SH 7	Child takes off his shoes and socks without help. The shoes may be unfastened before he takes them off. This must be undressing, not just a form of play.
	SH 17	Child can undo large buttons, snaps, shoelaces, and zippers.

Fine Motor

Core Curriculum Item	# of Item	Description
Builds tower of blocks.		
Strings beads.		
Places round object in hole.		
Unscrews lid.		
Places pegs in pegboard.		
Removes pegs from pegboard.		
Screws lids.		
Makes a mark on paper.	A 12	Child copies an up-down line in imitation of one drawn by an adult.
	P 13	Child has enough eye-hand ability to copy a straight line using a pencil, crayon, or paintbrush instead of just scribbling.
Holds small object with fingers.	P 4	When picking up something, he uses a thumb and one or 2 fingers to pick it up. He does not grasp with his whole hand.
Turns pages of book.		
Makes random cuts in paper.	P 16	Child uses scissors with one hand to cut paper or cloth. He must use scissors to cut rather than tear.
Achieves rolling motion with palm of hand.		
Takes object out of container with one hand.		
Squeezes objects.		
Picks up small objects between thumb and index finger.	P 4	When child is picking up something, he uses a thumb and one or two fingers to pick it up. He does not grasp with whole hand.

Core Curriculum Item	# of Item	Description
Pushes or pulls small object.		
Spreads paste on paper and puts another paper on top.		
Puts objects in container.		
Paints.		
Uses simple hand movements.		
Uses wrist in side-to-side movement.		
Cuts paper.	P 16	The child uses scissors with one hand to cut paper or cloth. The child must cut rather than tear.
Holds objects in fist.		
Moves hands in unison.		
Drops objects from grasp.		
Extends fingers.		
Pours from one container to another.		

Gross Motor

Core Curriculum Item	# of Item	Description
Pulls self to standing position.	P 5	Child goes from creeping or sitting position to a standing position. He may use something to help, but not someone.
Sits from standing position.		
Rolls ball while seated on floor.		
Stands.	P 5	Child goes from creeping or sitting position to a standing position. He may use something to help, but not someone.
Walks forward.	P 8	The child walks well enough, without support, that he is able to walk about the house unwatched without falling or bumping into objects.
Holds head steady and erect.	P 1	When child is on stomach, he holds his head up, without support, for at least one minute.
Turns from side to back.	P 2	The child, without help, rolls from stomach to his back, and from back to stomach.
Turns from stomach to back.	P 2	The child, without help, rolls from stomach to his back, and from back to stomach.
Turns from back to side.	P 2	The child, without help, rolls from stomach to his back, and from back to stomach.
Squats.		
Catches ball.	P 22	Child catches a ball (any size) thrown by an adult standing five feet away. He must catch the ball 50% of the time.
Walks up stairs.	P 18	Child usually walks upstairs and downstairs by placing only one foot on each stair. He may hold railing, but the railing is not used for ordinary support or balance.
	P 11	Child goes upstairs taking one stair with each foot. He must alternate going upstairs, but may still be putting two feet on each step going downstairs.
	P 7	Child walks up stairs (upright, not crawling) using a wall or handrail or person's hand.

Core Curriculum Item	# of Item	Description
Walks down stairs.	P 18	The child usually walks upstairs and downstairs by placing only one foot on each stair. He may hold railing, but this should not be necessary for support or balance.
Throws ball.	P 10	Child can pitch, toss, or fling objects at least 3 feet in a direction he wants (not just in direction).
	P 19	Child can throw a ball (any size) to an adult standing 5 feet away well enough so that the adult can catch it without moving.
Jumps.	P 15	The child can move from place to place by jumping or leaping with two feet together. He must be able to go at least 10 feet in this way.
	P 14	Child can jump without falling with both feet together from any object which is at least eight inches off the floor (e.g., step or box).
Maintains balance.		
Gallops.		
Creeps while flat on stomach.	P 3	Child may use any method of getting from one place to another, creeping (movement on all fours), or crawling (dragging on stomach) in any fashion (except rolling).
Crawls on hands and knees.	P 3	Child may use any method of getting from one place to another, creeping (movement on all fours), or crawling (dragging on stomach) in any fashion (except rolling).
Bends over to pick up objects.		
Walks, pushing objects.		
Walks, pulling objects.		
Sits.		
Walks backward.		
Walks sideways.		
Runs.		

Core Curriculum Item	# of Item	Description
Kicks ball.		
Bounces up and down when sitting.		
Climbs onto chair or small wheel toy.		
Completes sideways roll.		
Reaches across midline.		
Supports self on elbows.		
Bounces ball.		
Shifts weight on extended arms to reach.		
Reaches to midline.		
Moves toward new objects.	SH 1	Child tries to get objects that are near, but beyond his reach.

Visual

Core Curriculum Item	# of Item	Description
Follows moving object with eyes and head horizontally.		
Follows moving object with eyes horizontally.		
Follows moving object with eyes and head diagonally.		
Follows moving object in circular path.		
Looks at hands.		
Fixates on object.		

Auditory

Core Curriculum Item	# of Item	Description
Attends to dominant sounds.	C 3	Child usually looks toward a sound when it begins, such as a person beginning to talk.
	E 15	Usually stops babbling in response to vocal stimulation, but may occasionally continue babbling for a short time.
	E 28	Speaks first words often ("da-da," ma-ma," "bye-bye").
Turns toward source of sound.	C 3	Child usually looks toward a sound when it begins, such as a person beginning to talk.
	R 8	Regularly localizes speaker with eyes.
	R 10	Turns head deliberately toward the source of the voice.
	R 13	Regularly localizes source of voice with accuracy.
Looks directly at speaker.	C 3	Child usually looks toward a sound when it begins, such as a person beginning to talk.
	R 7	Responds to speech by looking directly at speaker's face.
	R 8	Regularly localizes speaker with eyes.
	R 4	Frequently gives direct attention to other voices.
	R 6	Often looks at speaker and responds by smiling.
Reacts positively to soft-toned sounds.	R 3	Often quieted by a familiar, friendly voice.
Startles in response to sudden loud sound.	R 1	Startle response to loud, sudden noises.

Sensory

Core Curriculum Item	# of Item	Description
Picks up object and sticks in mouth.		
Picks up object and throws it.		
Transfers object from hand to hand.		
Bangs together two objects hand in hands.		
Manipulates object.	P 4	When child picks up something, he uses a thumb and one or two fingers to pick it up. He cannot grasp with whole hand.
Experiments with new objects using more than one sense.		
Explores wet objects, substances.		

Social

Core Curriculum Item	# of Item	Description
Reaches for familiar people.	S 1	The child shows he wants to have attention paid to him. This could be shown by reaching for people, cooing at them, or by stopping crying when someone without holding him begins to play with him.